DOCUMENT RESUME

ED 233 146 CE 036 605

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TITLE Placement Procedures and Counseling Students for Job Application. Module Number 4. Work Experience Program Modules. Coordination Techniques Series.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 82
NOTE 36p.; For related documents, see CE 036 602-617. For availability information, see CE 036 602.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; Counseling Techniques; Employment Interviews; *Instructor Coordinators; Job Application; *Job Placement; Learning Modules; *On the Job Training; Pretests Posttests; Secondary Education; Special Education Teachers; Student Employment; Student Evaluation; *Teacher Education; Teaching Methods; Vocational Education; Vocational Education Teachers; *Work Experience Programs

ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals stated for this module are to know the procedure for job placement and to be prepared to instruct students for job application, job interviews, and a followup to the interview. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Forms to be used in preparing students for job application are provided. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

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Placement Procedures and Counseling Students for Job Application

ED233146

This module contains two major parts:

1. The printed module on placement procedures and counseling students for Job Application.
2. Forms and information to be used in preparing students for job application.

Prerequisite for module: None

When you have completed this module, you will:

GOAL 1: Know the procedure for job placement.

GOAL 2: Be prepared to instruct students for job application, job interviews and a follow-up to the interview.

To begin this self-instructional module, please turn to the pre-test on page 2.

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ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
Mrs. Bonnie Schmalle - Advisory Committee Member
Mr. John Struck - Advisory Committee Member

The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE PROCEDURE FOR JOB PLACEMENT

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 4 to begin the learning activities.

1. What type of information is needed about each student who applies for the program?

2. What items should be covered in an interview with the student?

3. What two items should you have ready before you make your first employer contact?

4. Give a step-by-step plan for your first visit with an employer who has never worked with the program or perhaps a new employer who has just transferred into a previous training station.

5. After a student has been interviewed, you should stop back and visit with the employer. What might be a few items to be discussed at this second coordination call with the employer?

DIRECTIONS: When finished with the pre-test, please turn to page 27 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 4-13.

LEARNING ACTIVITIES

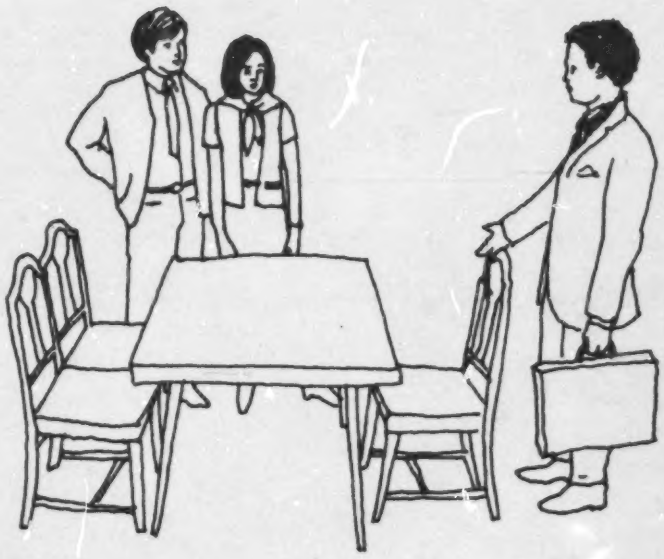
GOAL 1: KNOW THE PROCEDURE FOR JOB PLACEMENT

DIRECTIONS: Read pages 4-13 and then complete the Self-Check.

INTRODUCTION:

The placement of students in a suitable job is an important function. You must work with the employer and the student. The following guidelines will assist in preparing for the correct job application procedures as well as a few suggestions on how to cooperatively work with an employer in placement procedures.

Goal 1 has been divided into three steps. Step 1 in job placement procedures explains how you will gain information about the students. Step 2 explains how you should begin preparing to work with prospective employers. The final step will provide you with helpful suggestions for that first personal visit with the employer, the employer-student interview, and the follow-up employer-teacher coordinator conference.



THE FIRST STEP IN JOB PLACEMENT PROCEDURES:

The first step in placing students in any work training station is for the instructor to know each student. Each student has unique traits and characteristics. These must be matched to job requirements and expectations of each worker. In order for an instructor to better know their student he/she may want to visit with each student personally. In addition, you may want to make a home visitation, request other teacher recommendations, review personal school records and have the student complete an application form for the program. Page 5 is a sample student application form and page 7 is a sample student recommendation form.

APPLICATION FORM
for the
DISTRIBUTIVE EDUCATION PROGRAM

PLEASE PRINT

Name _____ Date _____
(LAST) (FIRST)

Address _____ Phone _____

Age _____ Birth Date _____ Social Security No. _____

Name of father and mother _____ _____

Father's Occupation _____

Mother's Occupation _____

Names and ages of your brothers and sisters _____

_____

In what school and community activities will you be participating during your senior year? (include sports, music, drama, etc.) _____

_____

Do you intend to go to college? _____ Where? _____

What is your career goal after high school? _____

_____

Are you presently working? _____ If so, do you want to continue working there? _____

What is the name of your present employer? _____

PARENTAL CONSENT

This applicant has my permission to enroll in the Distributive Education Program. This involved attending school half days and being employed on a job half days. If you have any questions regarding this program, please call the high school and ask for the Distributive Education Coordinator.

_____
(Signature of Parent)

PAST WORK EXPERIENCE

Name of Firm	Kind of Work	Date Began	Date Left	Wage

LIST THE COURSES TAKEN

Tenth Grade	GRADE:	Eleventh Grade	GRADE:

Times Absent _____ Times Absent _____

Give the names of two teachers who can vouch for your character and work habits:

_____ _____

Have you ever been suspended from school?_____ Why?_____

_____

WHY DO YOU WANT TO BE IN DISTRIBUTIVE EDUCATION?

D.E. students are expected to have a good attendance record. You must also continue to keep your grades up and to have a good citizenship record. The student and the D.E. Coordinator will work together in pursuing potential jobs. Final acceptance for the D.E. Program depends upon the final acceptance from the employer and the D.E. Coordinator. All students who are successful in obtaining employment will be scheduled into regular classes.

STUDENT RECOMMENDATION
for the
DISTRIBUTIVE EDUCATION PROGRAM

Applicant _____

Evaluated by _____ Date _____

(PLEASE EVALUATE THIS STUDENT ON HIS SUITABILITY FOR THE DISTRIBUTIVE EDUCATION PROGRAM. ALL REMARKS WILL REMAIN CONFIDENTIAL)

TRAITS	DEFINITELY EXCEPTIONAL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	DOES NOT APPLY
Appearance						
Personality						
Ability to Learn						
Cooperation						
Dependability						
Industrious						
Self Control						
Attendance						
Trustworthy						

In your opinion, this student would be

_____ a superior worker
_____ an above average worker who could advance
_____ an average worker
_____ suited for entry level employment
_____ a poor risk as a stable worker

COMMENTS:

The following is a list of information you may want to have available before placing a student in a training station. Most of this information can be obtained from the five sources listed on page 4.

A. Personal Information:

1. Name, address, telephone number, date of birth, social security number
2. Mother and father's name and occupation
3. Brothers and sisters
4. How long they have lived in the community
5. School and community activities they plan to be involved in
6. Past and current employment experience
7. Transportation needs for on-the-job training
8. Personal and career goals after high school
9. Current occupational interests
10. Special factors: family situations, money problems, health, etc.

B. Personal Traits

1. Appearance
2. Cooperation
3. Sincerity
4. Courtesy and tact
5. Self confidence
6. Ability to accept criticism
7. Self control
8. Dependability
9. Work values
10. Accuracy
11. Ability to follow directions
12. Others

C. School Record

1. Courses taken and to be taken
2. Year in school
3. Number of credits needed for graduation
4. Attendance record
5. Testing information
6. Grades

Usually a second interview is held with the student to determine his career interest, prospective employment for a position in his career interest, and insight into how the program operates. At this point in the interview, help the student list the type of businesses in which he would like to be employed. You should view this second conference as an informal counseling session which will help the student to realize his capabilities and to make a choice within the student's ability to succeed. Obviously, a girl with a low math ability that would like to work as a bookkeeper in a bank has not matched her current abilities with her ambitions.

After you and the student have determined the area of interest, ask him to rank in order of preference the specific businesses in which he would like to be employed. Use a form like this to record the information:

Name of Student	Career Interest	Prospective Employers
1. Jack Smith	Food Marketing	A. HyVee B. Super Value C. Fareway
2. Sue Smith	General Retailing	A. JC Penney B. Younkers C. Sears

This second interview is the time to impress upon the students the importance of a good work record. Also mention any special requirements of the student while in the program and specific expectations of you and the employer.

THE SECOND STEP IN JOB PLACEMENT PROCEDURES:

Review the occupational interests of each student and then plan a list of prospective employers in the community to make personal contacts. You may find the following form helpful:

HyVee	Sears
Jack Jones	Sue Smith
Sam Hinds	Janet Hart
Joe Luke	Jill Morley

Plan your first visit. You will need a business card. Many beginning coordinators forget to have them printed or feel the business card is not important. That business card when presented to an employer will provide him with information he may want to refer to at a later date.

Sample business card:

JOHN KIDNEY

DISTRIBUTIVE EDUCATION
COORDINATOR

WEBSTER CITY HIGH SCHOOL
WEBSTER CITY, IOWA 50595
AREA CODE 515 832-2224

To: .....

.....

This will introduce

.....

OF THE DISTRIBUTIVE EDUCATION CLASS AT
WEBSTER CITY HIGH SCHOOL

Next you will want to explain how your cooperative training program operates. A one-page informational brochure (sample on page 11) will assist you in organizing a brief summary about your program. Again, this is information that he may refer to at a later time.

Information to be included in the brochure:

1. Definition of the program
2. Types of occupations
3. Operation of the program
4. Advantages of the program to the employer
5. Name, address, and phone number of the teacher-coordinator

Other items you may want to show a prospective employer are the Training Agreements for the employer and a grade report for on-the-job evaluation.

THE THIRD STEP IN JOB PLACEMENT PROCEDURES:

Who do you contact first? In most cases it is easier to contact employers that have worked with the program in the past. However, every year you will be utilizing training sponsors who have never worked with the program or new employers who were transferred into a training station. The information presented below will be helpful for a call on a new training station. When visiting with past employers, it is not necessary to cover every item suggested below:

A. Make a personal visit to see the employer. In most cases an appointment is not necessary. However, if the employer seems busy ask when it would be convenient to stop back and visit about the program.

B. Introduce yourself by name and title to the store owner or manager. Present him/her with a business card. This reinforces who you are and that you represent the program from the high school.

C. Briefly explain the program to him/her. Give him/her the informational brochure about the program. Go over it with him/her. Explain what the program is, how it operates, and select a few major advantages of hiring a student from your program.

YOU CAN HELP !

- by providing part-time job opportunities for work experience students
- by publicizing and recommending the work experience program to your business friends as an effective training service.
- by working with students who want to become effective employees

WORK EXPERIENCE PROGRAM BROCHURE

LOCAL GAZETTE

VOL. I AUGUST, 1980 NO. 2

ATTENTION!

-HELP WANTED-

Need Employers with part-time job for high school students.

No experience necessary.

(Details Inside)

THE COOPERATIVE WORK EXPERIENCE PROGRAM

WORK EXPERIENCE

is a cooperative vocational educational program designed to provide career/vocational experiences for special needs students who want and can benefit from those experiences.

THE PURPOSES

of the program are:

1) to help the student develop sound work habits and realistic vocational expectations; and

2) to provide an opportunity for the student to explore careers and participate in actual work experiences through job placement;

3) to provide entry-level skills training in an occupation for each student.

4) to assist the student in developing necessary social and personal skills needed to live as a productive member of society;

THE STUDENT

receives related instruction to learn life-coping concepts, independent living skills, and to develop basic occupational knowledges and skills. Instruction is also provided in academic areas such as math, English, social studies and other subjects. The student works part-time in a business to receive on-the-job training throughout the school year.

THE TEACHER–COORDINATOR

is responsible for planning, organizing and operating the work experience program. Activities include providing the related classroom instruction, helping the student obtain a part-time job for training in a local business, and helping the employer provide meaningful training and supervision for the student. A variety of other related tasks are necessary in operating an effective cooperative work experience program.

PARENTS

of students enrolled in the Work Experience Program are involved in and supportive of the total educational program.

EMPLOYERS

are needed to provide part-time jobs for work experience students. Through training and supervision on the job and the related school instruction, the student can develop effective job skills.

BENEFITS TO THE EMPLOYER

--students are motivated and interested in the job.

--they receive instruction in school related to their occupational interest.

--the structure of the program allows for flexibility of work schedules.

--the work experience teacher-coordinator will cooperate in the supervision of your new employee.

--recruiting problems are reduced since students are screened by the teacher-coordinator.

--you are provided with steady part-time help.

--benefits on minimum wage rates, unemployment insurance and taxes are available to employers.

--you are actively participating in the educational development of the community's youth.

D. Explain the specific purpose of your visit:

1. Students that have an interest in the program are interviewed.
2. You review personal and school records as well as other instructor recommendations, and then you select those that you feel will qualify for the program.
3. Students who are tentatively accepted into the program are then asked to select a career interest and to select a possible place of employment.
4. The student(s) first choice was your place of business.

E. The Question

Ask the employer if they could provide part-time employment for a student who has an interest in this type of business. Don't ask, "Will you hire a student?" In the first statement you are asking if a position might be available. However, in the second question, you have asked them if they want to hire a student. You need to first know if a position is available before you begin talking about students.

Remember at this point the employer has not been completely informed about the operation of the program the students, or their role in this cooperative venture.

F. The Interview Process

If a position is available, you can then show him the application form of those interested students. Be honest with him. Explain in detail the strengths and limitations of each student. In most cases you should show him one, two or three student applications. After you have discussed each student, ask which student(s) he would like to interview. Explain to the employer that each student will be informed that only a "potential" vacancy exists and that there is an opportunity to visit with the employer about the vacancy. In this manner, the employer and the student have not committed themselves to each other; rather, an interview will take place.

Explain that each student will call the employer and arrange a time to be interviewed.

G. The Student Interview

Each student will call the employer and arrange a time to be interviewed. You should explain to the student that the interview does not mean he will automatically be hired. Review job interview techniques and give the student positive encouragement. Be sure and impress upon the students to visit about job responsibilities, job assignment,

salary, number of hours each week, time off from work, the type of school activities the student is involved with and so forth. After each interview is completed, talk to the student about the job and the interview. Find out how they feel about the job and the employer. Answer any questions they have about the placement procedure and the job.

H. The Next Employer Contact

After each student has been interviewed, stop and visit with the employer about the interviews. Usually they will have a few questions that need to be answered. Discuss the students in relationship to the employer's needs and then ask which student(s) will be hired.

A few other items that should be discussed during this session are the employer's training agreement, minimum wage if it applies (see module #11 on Federal and State Employment Laws), evaluation forms, training plans, and other topics you might find appropriate.

After the employer has made a selection, you should tell the student the outcome of the interviews and then ask the student selected to stop back and arrange a time to begin work.

SUMMARY:

While it does take time to put this plan into action, the time saved in placement, in handling problems at the training station, improving attitude, and relationships with teachers, students, administration and the business community, and the selection of students in future years make this plan more worthwhile. It will be found that good placement procedures, will result in fewer job problems later. Remember, in a good program, a student is not merely placed in any job, but rather a position that is of interest to the student and where the student can be trained for gainful employment in the specific area of interest.

SELF-CHECK - GOAL 1

You are applying for a position of teacher-coordinator with job placement responsibilities. The principal, during your interview, asks you to describe how you would work with employers in the placement of students. Write your answer below or record your answer on audiotape.

DIRECTIONS: When finished compare your answers with the information given on pages 4-13. If you would like additional information, please turn to the Additional Resources listed on page 31.

PRE-TEST: GOAL 2

COUNSELING A STUDENT FOR JOB APPLICATION

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 16 to begin the learning activities.

1. What do you need to tell the student about the activities that have occurred since the initial planning conference.

2. List what you feel the student should know about the process of applying for a job before his interview.

3. Describe the nature of follow-up conferences between you and the employer.

DIRECTIONS: When finished with the pre-test, turn to page 29 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: BE PREPARED TO INSTRUCT STUDENTS FOR JOB APPLICATION, JOB INTERVIEWS AND A FOLLOW-UP TO THE INTERVIEW.

DIRECTIONS: Read the following information and then complete the Self-Check on page 26.

INTRODUCTION:

In the first part of this module, you learned a few guidelines in working with employers concerning job application procedures. In this part of the module, you will learn how to prepare students for the job interview with a prospective employer.

THE STUDENT CONFERENCE:

The first item that you should discuss in visiting with the student is to explain that you have talked to the employer about a part-time position. Explain these things to the student:

A. Type of business
B. Job Duties
C. Salary and hour requirements
D. People the student will work with

Tell the student that he/she has been granted an interview. This does not mean that the student will be hired, but it does give the student the opportunity to visit with the employer. The student should be aware that the employer may hire one or more student or on the basis of the interviews he may decide not to hire any students.

Next you should review with the student how to prepare for the job interview. This may also be done with several students in a large group setting. Suggested topics and materials on job application to discuss with the student may include:

Why is your First Job Important?

1. You have become an adult in the economic sense.
2. Future employers will look for a recommendation from past employers.

Take an Honest Look at Yourself.

1. Educational training
2. Past work experience (paid and volunteer help)
3. Personality (introvert, extrovert, ambivert)
4. Physical condition
5. Goal in life
6. Type of jobs you best feel suited for
7. Work for a large company or a small company

Personal Data Summary (Sample on page 19)

A personal data sheet is a factual resume of material about yourself.

Purpose: To inform the employer before the interview about yourself in an outline form.

1. Always keep it up to date.
2. If you send a Letter of Application, enclose a Personal Data Summary.
3. Take a Personal Data Summary with you to the interview to help you complete the Application form.
4. If you did not send a Letter of Application with a Personal Data Summary, present one to the interviewer at the beginning of the interview.

Include on the Personal Data Summary:

1. Title
2. Picture (not required)
3. Personal information
4. Education
5. Offices, activities, hobbies, awards, etc.
6. Work Experience
7. References (by permission)

Letter of Application (Sample on page 20)

The letter of application is used to sell yourself on paper to the company.

Essential information for a Letter of Application:

1. First paragraph should state where you learned of the job and the specific job you are applying for.

2. Second paragraph should state your qualifications for the job in more detail than your Personal Data Summary.

3. Third paragraph should summarize and request an interview.

Letters of Application should:

1. Be in proper business letter form.
2. Be typed without errors (spelling, punctuation, vocabulary, typing).
3. Be natural -- not flowered, don't beg for a job or overemphasize need.

Application Forms (Sample on pages 21-23)

An application form is a written summary of information written by the job applicant on a form provided by the interviewer.

When filling out an Application Form:

1. Follow any special instructions.
2. Read carefully the entire blank before starting to write.
3. Neatly fill out the form in ink.
4. Spell words correctly.
5. Fill out all blanks -- never leave a blank empty. If question does not apply, write "Does Not Apply," "none," "no," or some other appropriate response.
6. Have all current information with you (spelling of names, addresses, social security number, etc.) A personal data sheet is helpful.
7. Answer all questions accurately and honestly.
8. Don't cross out mistakes--ask for another application form.

APPLYING FOR A JOB:

Purpose of a Job Interview:

1. To get information from you such as education, work experience, skills, goals, etc.
2. To give information to you about company position, duties, benefits, etc.
3. To form an opinion -- you about the position -- the interviewer about you.

PERSONAL DATA

NAME: John Roger Smith

ADDRESS: 1301 First Street
Webster City, Iowa 50595

TELEPHONE: (515) 832-2224

SOCIAL SECURITY: 478-58-0875

PERSONAL INFORMATION:

Age: 18
Height: 5 feet 9 inches
Health: Excellent

Date of Birth: November 21, 1958
Marital Status: Single

EDUCATION:

I am presently a junior at Webster City High School, Webster City, Iowa, to be graduated on May 28, 1978.

Business Courses Studied:

salesmanship
advertising
business law
typewriting

ORGANIZATIONS:

Football team, captain, 1976
Band, 1975-present
Art club, 1976-77

INTERESTS:

reading
traveling
golf

WORK EXPERIENCE:

Lubber's Clothing, Webster City, Iowa 50595, June 1976 to present
Salesman, some window and interior displays, housekeeping duties.

HyVee Food Store, Webster City, Iowa 50595, April 1975 to June 1976.
Courtesy Boy, cash register operation, stockkeeper.

REFERENCES: (by permission)

Mr. Les Huth, Principal, Webster City High School, Webster City, IA 50595

Dr. B.H. Jones, medical doctor, Webster City, IA 50595

Pastor Doug Osborne, United Methodist Church, 1200 Second Street, Webster City, IA 50595

2309 Vernon Avenue
Webster City, Iowa 50595
May 18, 1977

Mr. Frederick M. Monroe
JC Penney Company
Crossroads Shopping Center
Fort Dodge, Iowa 50501

Dear Mr. Monroe:

The position of salesman as advertised in the Fort Dodge Messenger on Friday, May 17, is of interest to me. Because of my background in selling and the successful completion of my high school salesmanship course, I feel that I would be qualified for this position.

I am presently a junior at Webster City High School. My major subjects in school were salesmanship, retailing, business law, and next year I will be enrolled in business management and distributive education. In addition to the regular school work, I served on the student council for two years, being vice-president my sophomore year. I am a member of the school jazz band, art club, and dramatic club.

For the past two summers and on Saturdays during the past school year, I have worked as a cashier at the Colonial Store, 1908 First Street, Webster City, Iowa. This type of work has been valuable in developing my ability to deal with people.

I hope to secure an interview for the position that you have open. My telephone number is (515) 832-4862.

Sincerely,

(Miss) Ann Bowman

Enclosure

Do not print

APPLICATION FOR EMPLOYMENT

Position applied for _____ Date _____

Name _____

Height _____ Weight _____ Age _____

Address _____
(street or RFD) (City) (State)

Telephone Number _____

Previous address _____ Social Security Number _____

Birth date _____ Birthplace _____
(Month) (Day) (Year) (City) (State)

CHECK ALL THAT APPLY:

____Female
____Male
____Single
____Married
____Widowed

____Own Home
____Rent
____Board
____Live (Parents)
____With (Relatives)
____Purchasing Home

Number & age of dependents

_____

Relationship of dependents

_____

Business or occupation of:

father _____

mother _____

Interested in -- Temporary Work _____ Full-time _____ Part-time _____
Saturday Only _____ Salary Expected _____

Are you responsible for your entire support _____? Others who are dependent on you for their support - Number _____ Age _____

Nature of any physical defects _____
Recent illness _____
Date of last physical examination _____

Education	Circle grade completed	Name of school	Location	Major subject	Year graduated
Elementary	1 2 3 4 5 6 7 8				
High School	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4 5 6				
Night or Correspondence	1 2 3 4				

Give details of any other educational training_____

_____

What are your hobbies?_____

In case of illness or emergency, notify:

Name_____

Address_____

Relationship_____Telephone_____

Why do you feel qualified for the position for which you are applying?

PREVIOUS EMPLOYMENT
(Last employment first)

From	To	Name and address of employer	Department-position duties-salary	Reason for Leaving
Month _____ Year _____	Month _____ Year _____			
Month _____ Year _____	Month _____ Year _____			

PERSONAL REFERENCES
(Do not give names of relatives)

Name	Address	Occupation
1.		
2.		
3.		

Interviewed by: _____

Other remarks:

-Do not write in space below-

Personality _____
Attitude _____
Ambition & Initiative _____
Calmness _____
Physical & qualities _____
Intelligence _____
Leadership _____
Appearance & Grooming _____
Work best suited for _____

Dressing For the Interview

Dressing for the job is very important. You don't want to under or overdress for the situation. Use common sense. Obviously, if you were applying for a carryout or courtesy work at a grocery store you would not need to dress in a suit and tie or in blue jeans and a T-shirt. Remember this -- the interviewer should focus attention on you, not your clothing.

Make An Appointment

Make an appointment either by a letter or telephone call. When you have an appointment, be ahead of time. A late start is a poor start.

If you find that an appointment is not necessary -- in the case of a personal contact, ask if this is a good time to apply for a job. Whenever you go for the interview, GO ALONE. Don't take a friend or relative with you.

Meeting the Receptionist

When you arrive for the interview, greet the receptionist with a warm friendly greeting. Tell the receptionist your name and the time and person with whom you are to see about a job interview. If you have not filled out an application form, request one from the receptionist. The receptionist is your key to getting into the interviewer's office. Always show her proper etiquette. If possible, leave your coat in the receptionist office. You should never have any packages with you -- you are not shopping.

In the Interviewer's Office

Remember: First impressions are lasting impressions. Enter the interviewer's office with confidence -- shake hands if the interviewer extends his hand first -- state you name and the position you are applying for. Remain standing until asked to be seated.

Your attitude during the interview should be: What do I have to offer this company -- NOT, what can I get out of this company.

When answering questions, be specific and to the point. Don't ramble on and on, but at the same time don't answer with a simple yes or no. Use good English, and don't interrupt or argue with the interviewer. Be honest and

sincere when answering questions. It is permissable for you to ask questions of the interviewer. Listen closely and give the interviewer your attention by looking into his eyes. In closing the interview, the interviewer will give you an indication that the interview is over. Don't strike up idle conversation about the weather, etc., and don't press him for an immediate decision. You should stand, thank him for the opportunity to visit with him about the position available and that you hope to hear from him -- then leave.

Follow-Up After the Interview

Now is the time to anlayze the company, the position, salary, and if you would fit into the situation. After you have given it some thought, write a thank you letter or phone the interviewer (within 5 days) and express your feelings about the job. You can either express continued interest in the job or let the person know you have decided not to take the job.

Ending the Student Conference

Tell the student to contact the employer and schedule the interview. You should give the student a card of introduction to present to the employer. (Refer to sample business card.) The student should stop and visit with you about the job if it is offered. You will then follow-up with a call to the employer to answer any questions the employer might have.

SUMMARY

The better prepared a student is for a job interview, the better his chances of being employed in an occupation of interest to him. Remember: In a quality program, students are not put into just any job, rather they are employed in a business where the student can be trained for gainful employment.

SELF-CHECK - GOAL 2

A. You are applying for a position of teacher-coordinator. The principal, during your interview, asks you to describe how you would counsel students to prepare for a job interview. Write your answer below or record your response on audio tape.

B. List the type of information the student should have to provide a background about himself/herself to the employer.

C. Complete a sample personal data summary that could be used as a model for the student.

D. Develop or collect several sample Application Forms for student use.

E. List several Do's and Don'ts for job seekers to provide the student with information about job interviews.

DIRECTIONS: When finished compare your answers with the information given on pages 16 - 25. If you feel you need additional information, please turn to the Additional Resources on page 31.

PRE-TEST KEY: GOAL 1

KNOW THE PROCEDURE FOR JOB PLACEMENT

DIRECTIONS: Your answers should be in general agreement with those provided.

1. What type of information is needed about each student who applies for the program?

ANSWER: Personal Information

A. Name, address, telephone, date of birth, social security number
B. Mother and father's name and occupation
C. Brothers and sisters
D. How long they have lived in the community
E. School and community activities they plan to be involved in
F. Are they presently employed
G. Transportation needs
H. Personal and career goals after high school
I. Occupation they are interested in
J. Special factors: family situations, money problems, health, etc.

Personal Traits

A. Appearance
B. Cooperation
C. Sincerity
D. Courtesy and tact
E. Self confidence
F. Accepting criticism
G. Self control
H. Dependability
I. Amount of work
J. Accuracy
K. Follow directions

School Record

A. Courses taken
B. Courses to be taken (elective and required)
C. Year in school
D. Number of credits needed for graduation
E. Grades
F. Attendance record
G. Testing information

2. What items should be covered in an interview with the student?

A. Personal information
B. Determine career interest
C. Choose a place of employment
D. Counsel students
E. Explain program and answer questions

3. What two items should you have ready before you make your first employer contact?

A. Business card
B. Informational brochure about your program

4. In visiting with an employer who has never worked with the program or perhaps a new employer who has just transferred into a previous training station, give a step-by-step plan for your visit. (Be detailed)

A. In most cases an appointment is not necessary
B. Introduce yourself by name and title
C. Briefly explain the program
D. Explain why you contacted them
E. Ask if a position is available
F. Explain the interview process
G. Items to discuss during student interview
H. Follow-up employer contact

5. After a student has been interviewed, you should stop back and visit with the employer. What might be a few items to be discussed at this second coordination call with the employer?

A. Employer's training agreement
B. Minimum wage
C. Evaluation forms
D. Training plans

PRE-TEST KEY: GOAL 2

COUNSELING A STUDENT FOR JOB APPLICATION

1. Explain to the student what has taken place prior to the conference.

   A. After the student conference, you contacted their first choice of a business to be employed.

   B. You have provided the employer with student information.

   C. You were able to establish an interview for the student.

2. List what you feel the student should know about the process of applying for a job before the interview.

   A. Why the first job is important

   B. Take a look at yourself

   C. Personal Data Summary

   D. Application forms

   E. What to do during the interview

   F. The follow-up

3. Explain the follow-up conference with you and the employer.

   You will follow-up with a coordination call to the employer after the student has indicated if they would or would not accept the position if it was offered. You will answer any questions the employer might have and you will give the employer the student's thoughts about the job. The employer will make a decision and you will notify the student of the results.

POST-TEST FOR MODULE

DIRECTIONS: To measure your understanding of this module, please use the Pre-tests: Goal 1 and Goal 2 on pages 2 & 15 and complete all Pre-test items.

Additional Resources

1. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976.

2. Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975.

The work experience coordinator should also review instructional units on preparing students for job interviews.